LESSON PLAN PROFORMA

Lesson: Grow a Grass Head Date: 22/04/2011

Time: 45 minutes Year: 1

UNIT OUTCOMES/ESSENTIAL LEARNINGS

Ways of Working

- Communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations
- Follow guidelines to apply safe practices
- Reflect on and identify other points of view relating to science in everyday situations.

Life and Living

- Change occurs during the life cycle of living things
- Living things depend on the environment and each other (e.g. Plants need water & light to make food)

LEARNING OBJECTIVES:

At the end of this lesson students will have the opportunity to demonstrate their ability to:

1. Children to apply previous knowledge of plant growth and cycle of life.
2. Create a higher understanding of the cycle of life through demonstration and enquiry.
3. Reflect on learning and record data.

RESOURCES

- Grass Seed
- Sawdust
- Elastic Band
- Stockings
- Yogurt Pots
- Googly Eyes
- Paper, Buttons, Ribbon, Felt to decorate
STUDENTS’ PRIOR KNOWLEDGE

Students have been learning about life cycles this term, this week the focus has been the Life Cycle of a Plant.

LESSON PROCEDURE

Motivation and Lesson Introduction: (10 mins)

(Have work stations set up outside prior to lesson)

Revise the Life Cycle of a Plant then move the lesson outside for the completion of the activity. Show the students a completed Grass Head to show what they are striving to achieve. Distribute resources to each student needed to make the grass head.

Lesson content: (20 mins)

Each Child will have their own set of instructions, however some children will find it hard to read or understand, therefore demonstration is necessary. Demonstrate the procedure of how to fill the grass head as a visual aid for visual and kinaesthetic learners. Also exhibit each step the child must achieve to make their grass head.

1. Fill the toe of your stocking with grass seed. Top up with sawdust until you have a ball shape. Fasten tightly with an elastic band (children may need assistance).
2. Children can decorate their monster/grass head pot however they wish to make it individual.
3. Stand the stocking ball in the yogurt pot with the grass seed at the top.
4. Keep the yogurt pot topped up with water. After a week the head should grow hair.

Lesson conclusion: (15 mins)

• Clean up!

Have students come back into the classroom to their desk and distribute life cycle activity. (See attached document)

Students must complete the sequencing activity (Portfolio item)

Wait and watch over the weeks to witness the different processes as our grass heads come to life! Students must record this data.

ASSESSMENT/EVALUATION OF STUDENT LEARNING:
This is a hand on lesson to target visual and kinaesthetic learners so they can see the different steps take place for their own living grass head monster!

It targets all types of learners and I will be evaluating their understanding of the cycle of plants through revising what was learnt on the previous day, during their application of the lesson, my questioning, and their feedback and data sheets.

LESSON MODIFICATION TO ACCOMMODATE INDIVIDUAL STUDENTS:

- This type of lesson targets all key learning areas - visual, kinaesthetic and creative.
- This task could be difficult for some students to complete without assistance. Teacher aids or parents could be used to help supervise and assist students who may struggle with this activity.
- It may be easier to do this activity in small groups at different times to control noise, behaviour management, to be able to assist all students during the lesson and assess their learning.

EXTENDED ACTIVITIES FOR FAST FINISHERS:

- Collaborative work - helping other students finish their grass head.
- Decorating pots and watering grass heads.
- Begin Clean up.
- Fast finishers box (activities relating to plant life cycle - word search, colouring in etc).

EVALUATION – LEARNING OBJECTIVES:

- Creating deeper understanding through demonstration of the plant life cycle concepts.
- As the plant grows and children record data they will be able to see the life cycle changes in graph formation (this is also targeting and integrating mathematics concepts).
- This exciting activity motivates students to become inquiry based learners through scientific observation.
Example of Sequencing Activity:

Life Cycle of a Plant

1. Cut and paste the pictures in the correct order
2. Name each stage